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How to maintain the integrity and effectiveness of m-Education Innovation through sustainable delivery, during and after funded support?

Conference or Workshop Item

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3rd Annual mEducation Alliance Symposium
15-16th October 2013, Washington DC

How to maintain the integrity and effectiveness of m-Education Innovation through sustainable delivery, during and after funded support?

Symposium Tracks: Youth & Workforce Development / Professional Development



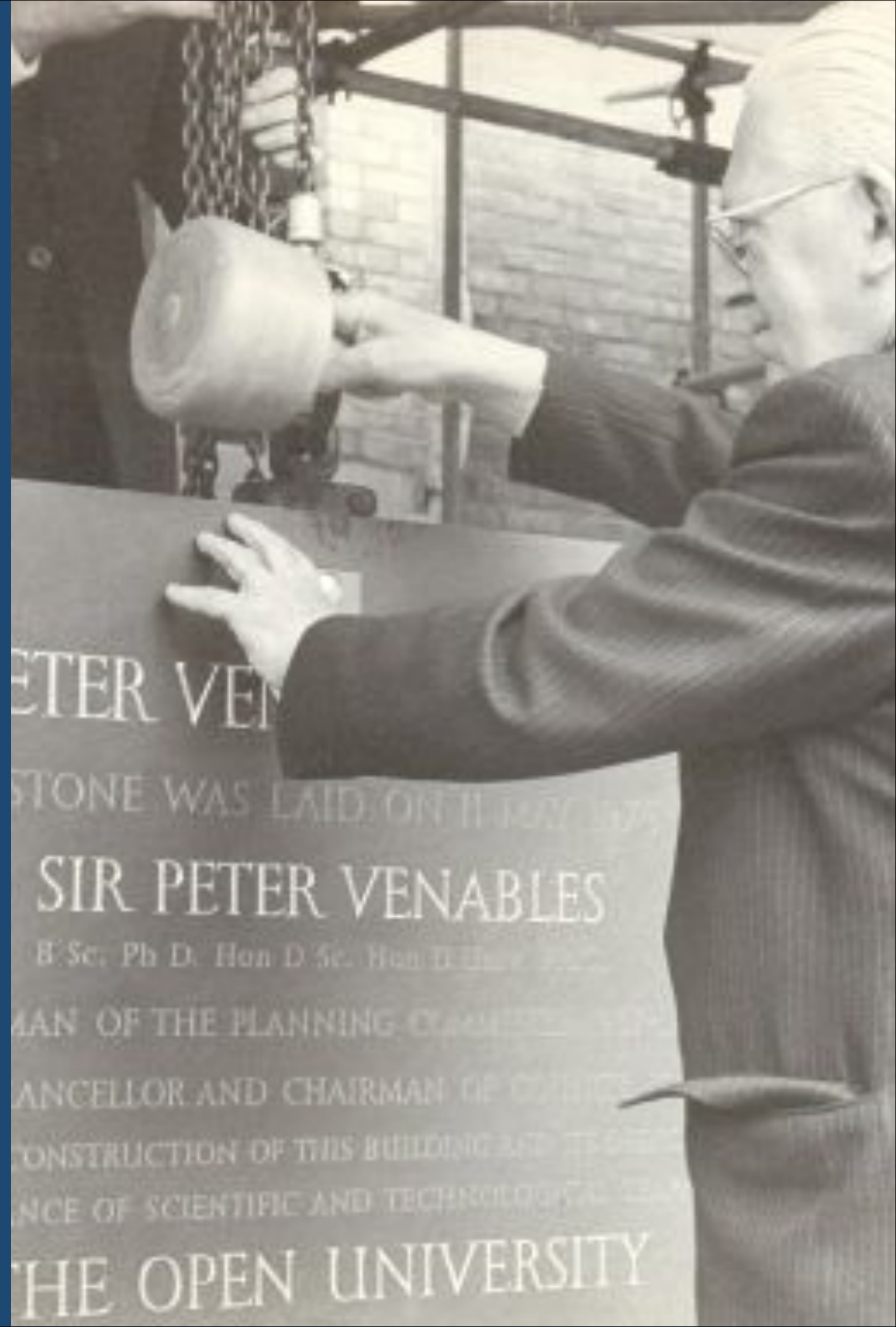
The Open University

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University

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to create access
to higher
education for all



PETER VEN

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SIR PETER VENABLES

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English in Action (EIA)



9 years, £50M UK-AID funded,
partnership with G.o.Bangladesh and
BMB MottMcDonald, BBC Media Action & Open University.

Outcome:

to significantly improve the number of people able to communicate in English to... participate fully in economic and social activities.

Output 1	Output 2	Output 3	Output 4	Output 5
Primary teachers and students	Adult learners	Secondary teachers and students	Research, monitoring & evaluation	Institutionalization & sustainability

EIA Schools Component

phase II - pilot (2008 - 2011)	phase III - scale (2011 - 2014)	phase IV - institutional (2014 - 2017)	
		current funding	additional funding
600 GoB teachers (+ 100 NGO teachers)	12.5 K Teachers	76k Teachers	190k Teachers
118k students	2M Students	10.5 M students	17.5 M students

A photograph of a classroom scene. A male teacher in a white short-sleeved shirt stands at the front, pointing with his right hand towards a large blackboard. The blackboard is filled with handwritten text in white chalk, which is mostly illegible but appears to be a list or notes. In the foreground, the backs of several students' heads are visible as they sit at their desks, facing the teacher. The classroom has a simple, functional appearance with wooden desks and a plain wall.

CONTEXT

- “...teaching from the blackboard was predominant...
- ...teachers also read from the textbook and asked closed questions...
- ...monitoring and facilitating students ... individually.”
- (baseline studies)

Teacher's voice

“If there was no professional development in my career, I would be a frog that lives in a well.”

Ataur Rahman, EIA Teacher,
Kapasia Pilot High School



Common forms of Teacher Development

Long 'Out of School' Training	Short 'Cascade' Training	School-Based Teacher Development
2 weeks – 4 months out of school	1–2 days, central, divisional, local trainers, out of school	development activities in school, with peer support
limited evidence linking to outcomes	'those at the bottom don't get wet, or get wet with dirty water..'	limited evidence linking to outcomes

...our understanding about what constitutes quality professional development, what teachers learn from it, or its impact on student outcomes has not substantially increased [since Wilson and Berne 1999].
(Lawless & Pellegrino 2007, 576)

General principals for

- **Context:** Classroom / school is best context for teacher development (Leach and Moon 2008).
- **Peer learning:** practising teachers learn best from each other, but with support from outside (Dembele 2003).

US / EU studies (e.g. CUREE 2008; Cordingley et al. 2005a, 2005b; Bolam and Weindling 2006) also show:

- **Coaching** (e.g. the stimulus of new ideas or practices).



new
classroom
activities
for teachers &
students

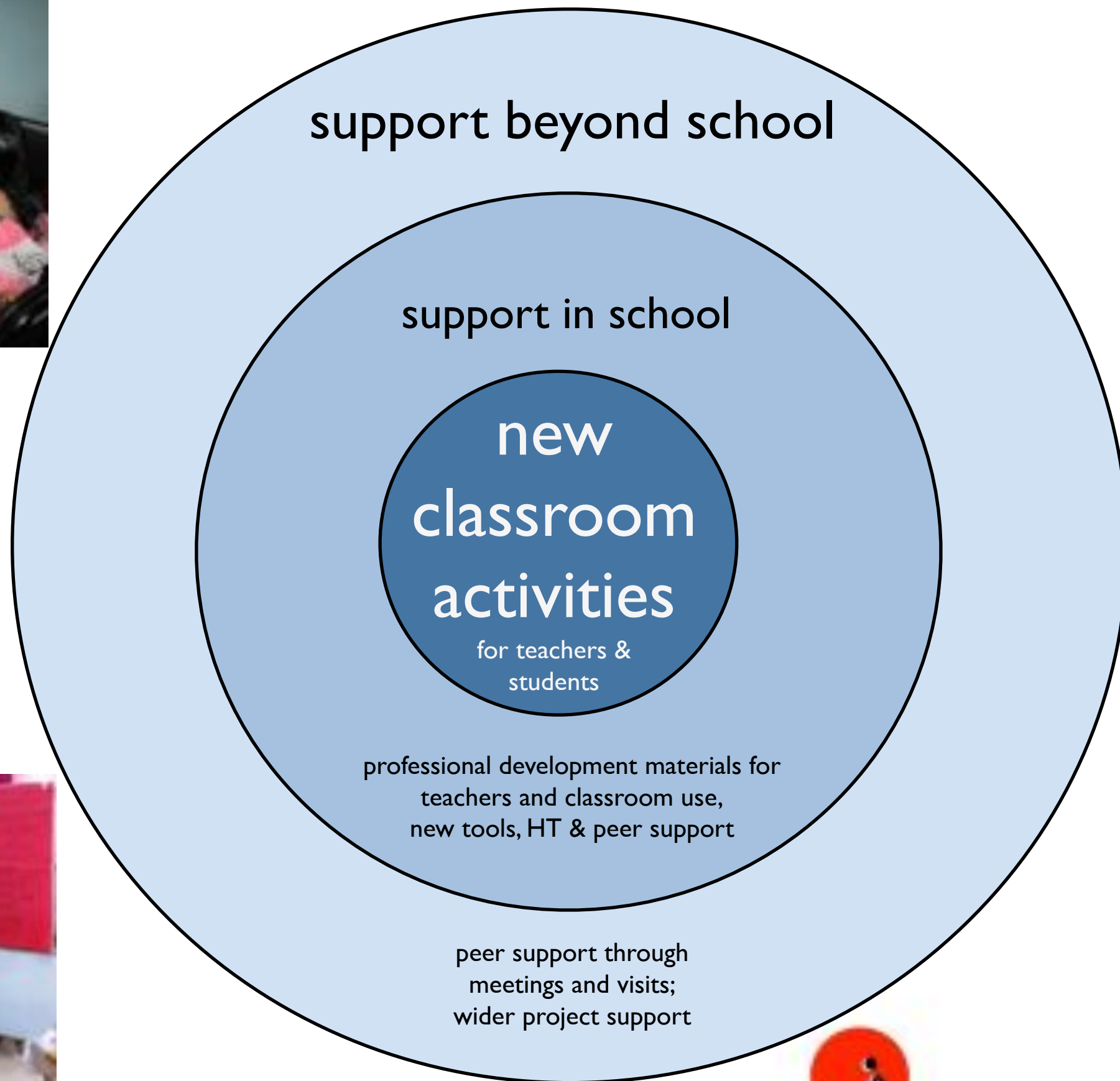


support in school

new classroom activities

for teachers &
students

professional development materials for
teachers and classroom use,
new tools, HT & peer support



mobile phone: audio for classroom use

English for Today, Class 3, Lesson 27

**Look at the Picture.
Now read and act.**

- Shop assistant: Hello
- Selim: Hello, can I have a pencil
- Shop assistant: Sure. Anything else?
- Selim: Yes, an eraser and a sharpener
- Shop assistant: Here you are.
- Selim: Thanks. How much?
- Shop assistant: Ten taka please.

mobile phone: 'coach on the card' video for teacher development



IMPACTS

ATTITUDES & PERCEPTIONS	CLASSROOM PRACTICES	LEARNING OUTCOMES
<p>Teachers report shift in attitudes towards communicative approaches</p> <p>(86% Pri Ts; 92% secondary Ts).</p>	<p>Increased Teachers use of English (71%-86% talk-time)</p> <p>Increase Student talk (25-30% lesson time)</p> <p>Increased Student use of English (88% Ss talk time)</p>	<p>Independent evaluation shows improved learning outcomes for:</p> <p>Primary Ts (69%) Secondary Ts (27%)</p> <p>Primary Ss (65%) Secondary Ss (82%)</p>

Further Reading:

www.eiabd.com > publications > research reports

Power, T., Shaheen, R., Solly, M., Woodward, C., and Burton, S. (2012). English in Action: School Based Teacher Development in Bangladesh. *The Curriculum Journal*, 23(4):503–529.

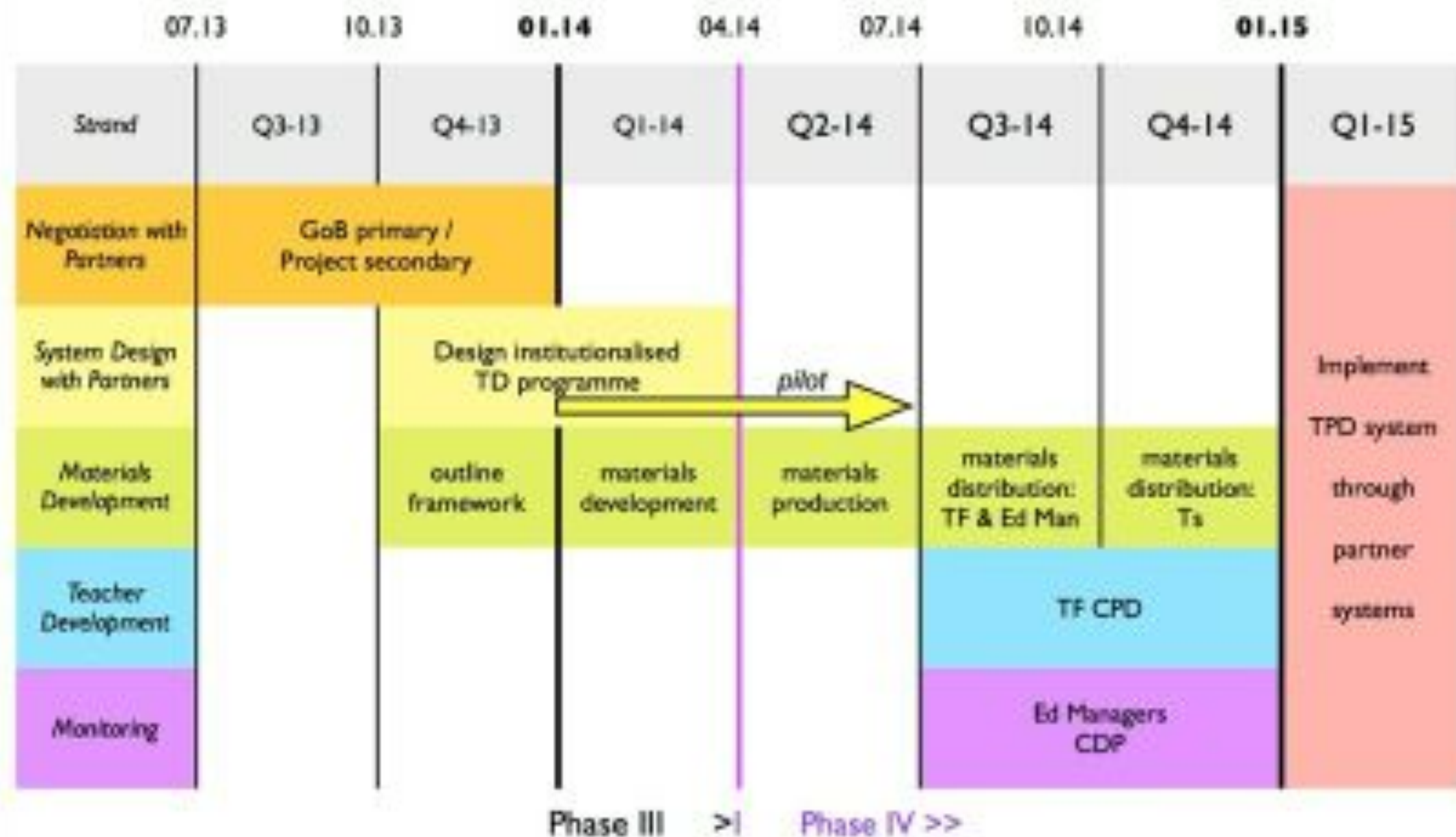
*EIA Mobile Professional Learning:
Low Cost,
High Reach,
High Impact*



where are we now?

Established Strengths	Current Challenges
<p>EIA adult learning component (Janala) a household name in Bangladesh</p> <p>EIA schools component innovation & impact recognised:</p> <ul style="list-style-type: none">● Nationally (GoB, Donors, NGOs)● Internationally (awards & model to adopt, e.g Nigeria) <p>Extensive requests to further</p>	<p>Political instability / insecurity around elections</p> <p>Maintaining effective programme, through institutionalisation:</p> <ul style="list-style-type: none">● Integrating into sector wide programme for primary● Absence of sector wide programme in secondary● ‘Feeding hungry monsters’: risks to capacity and scope

I&S for TPD: timeline



Critical Success Factors for EIA Teacher Development (TD), by Difficulty of Institutionalisation

Easy	Moderately Difficult	Hard to Achieve
High quality materials carry key knowledge / activities	Quality local AV resources easily accessible	Regular, ongoing support to teachers (not one-off training)
Programme should fulfill intent of curriculum	Peer support in school	Classroom practice and reflection drive TD
Programme should improve teachers own EL competence	Supportive Head Teacher participation	Teacher Facilitator role (not <i>Master Trainer</i>)
Programme should be accessible / relevant to teachers	Supportive local inspection & monitoring practices / personnel	
	Modelling good learning experiences in TD programme	

Summary

EIA has:

- effective model of mEducation for TPD
- exceptional evidence of impact
- high recognition, nationally & internationally

EIA is challenged by:

- size and speed of moving to institutionalised delivery
- enormous demand from GoB, donor and NGO
- adaptations required within primary SWAP
- absence of secondary SWAP